The global talent landscape and the role of the English language in Japan

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Content

1. The Concept of Global Human Resource
2. The Role of English as a Lingua Franca
3. Teaching English in Higher Education
4. Data Analysis
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Concept of global human resource

Proposals of the Ministry of Economy, Trade and Industry (2011)

Those who are

- responsible for the globalization of Japanese companies' business activities
- active in global businesses

Proposals of the Ministry of Education, Culture, Sports, Science and Technology

Global mindedness, understanding and respecting multiculturalism
High level of foreign language skills
Cross-cultural collaboration and problem-solving
Independent global role identification

Including reinforcement English ability

Global human resource development committee, 2010

Global human resources are defined as

those who possess

1) basic business skills
2) communication skills
3) understanding of different cultures
4) knowledge and expertise

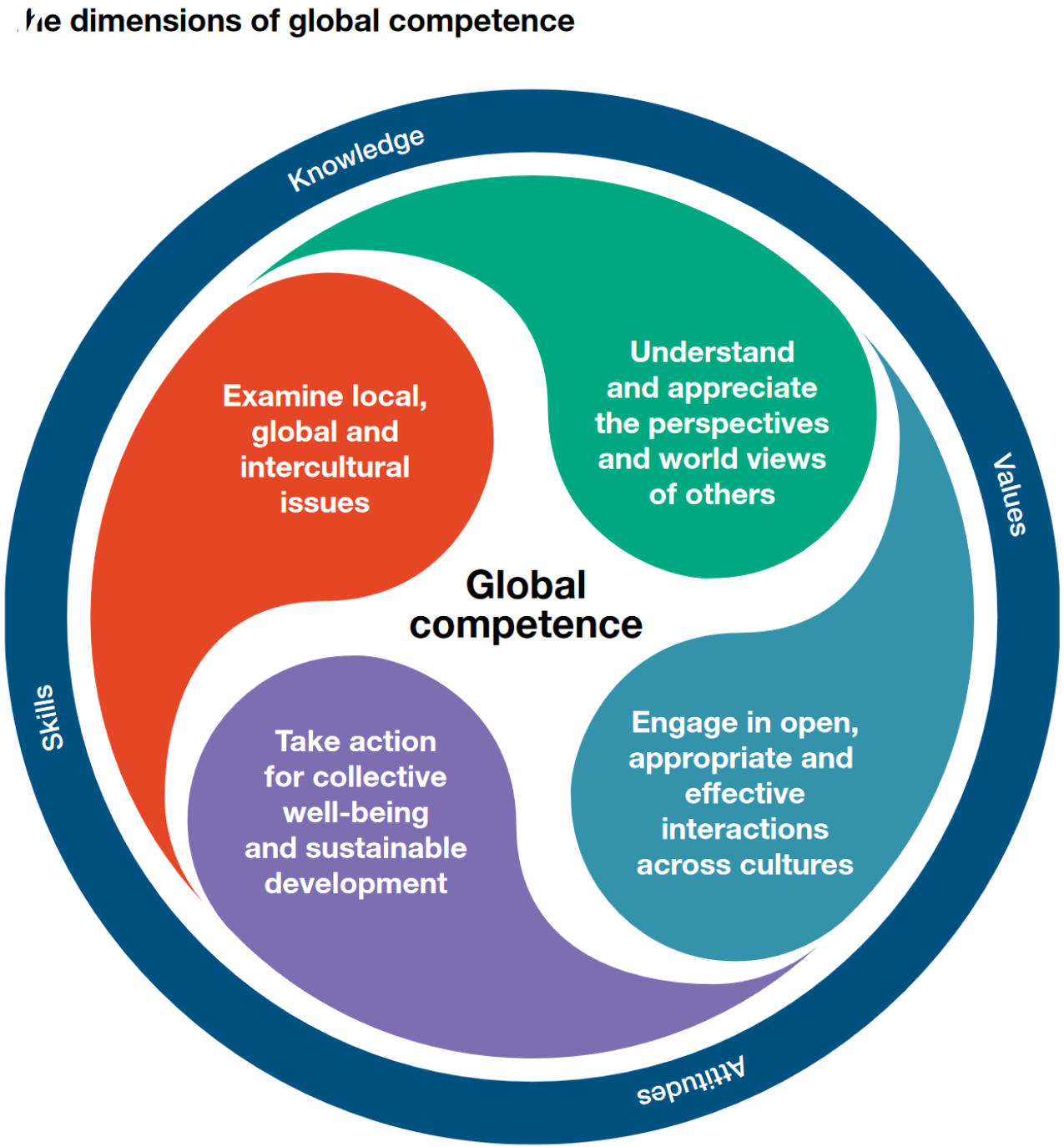
problem-finding and problem-solving skills, teamwork and leadership, public and ethical awareness, and media literacy

Criticism for neoliberalist approach
For global education – (Basio 2021)

(The Council on Promotion of Human Resource for Globalization Development, 2011)

Pisa
Global competence

Proposals of UNESCO
(UNESCO, 2015)



Global human resources in Japanese context

1. Market oriented approach

2. Global/ Inclusive and peaceful world

Language ideology

Reflect on language education

- The widespread importance and influence of the English language culture and education （Kubota 2014）

- The educational model - native speakers (Silverstein, 1979).

Overview of language policies affecting English

Native speaker–centered ideology in English language education policy

(Mizukura, 2020)

How ideologies shape English’s policy and role

Learners’ belief

Persistence to correct English

Lack of global human resources

Research question and objective

How do university's pedagogical approaches influence the development of global competencies in students?

Critical evaluation of the curriculum

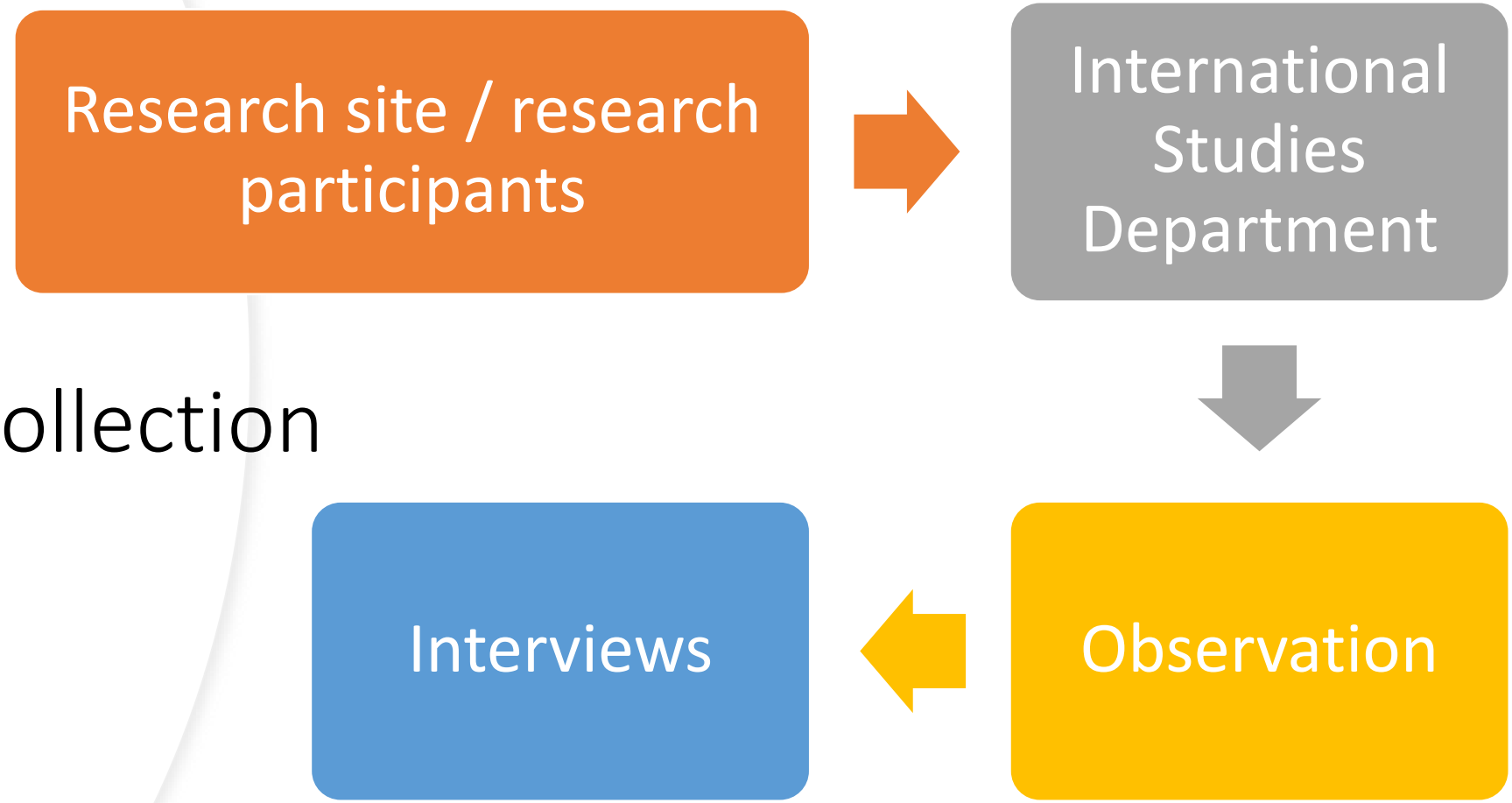
Methodology

Ethnographic approach
From an insider's point of view

Multifaced theoretical framework
Sociocultural theory
Communities of practice
Socio Cognitive Career theory

Pedagogical approach
Project based learning
English as a lingua franca

Data collection



Expansion of the English Language

- Historical context of English expansion

  Colonialism, trade, and globalization

English spread — diversified

Inner circle / outer circle/ expanding circle（Kachru 1992)

World Englishes — Variety from English

Effects of globalization on English spread

English as an international auxiliary language

English is used in different ways

Situated rather than structures or boundary

English as a lingua franca (ELF)

Mutual understanding in diversity

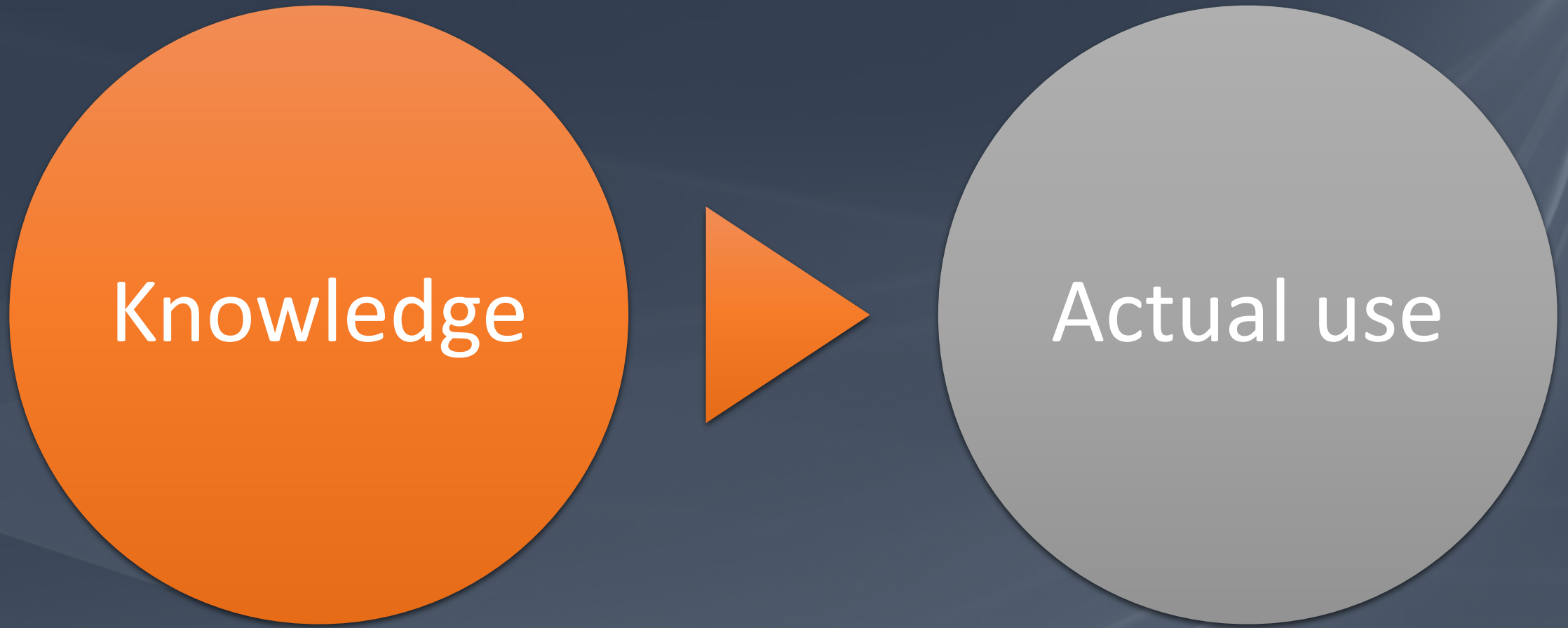
Influence /pedagogy

English Pedagogy

Traditional approach

Audiolingual

Fragmented four skills


Knowledge
Actual use

Traditional vs. modern approaches

Pedagogical changes

Active learning
Project based learning

Active learning / project-based learning

Student Engagement

Interactive Techniques: Use of discussions, problem-solving, case studies, role plays, and group work.

Active learning – available in classrooms

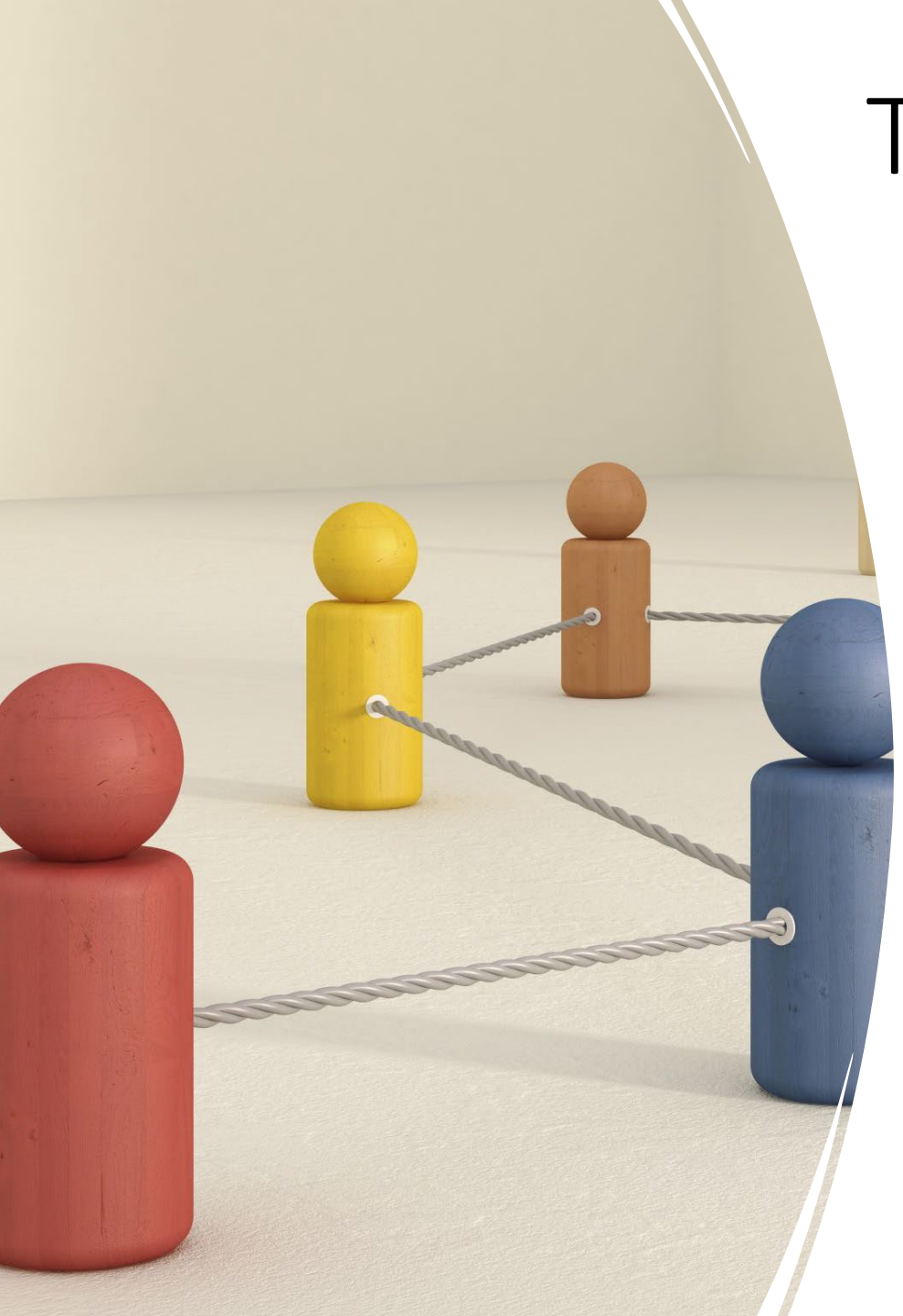
Project based learning

Student-Centered

Real-World Connection: to solve real-world problems

Research and Inquiry

Collaboration: Teamwork and collaborative problem-solving



Theoretical frameworks

- **Socio cultural theory**

(Vigotsky, 1978; Lantolf & Pavlenko, 2008)

Social interaction / Cultural context in learning and development

- **Communities of Practice (CoPs)**

(Lave & Wenger, 1991)

- **Socio cognitive career theory**

(Bandura, 1997)

Detailed Examples of Pedagogy

Narrative and conversation analysis

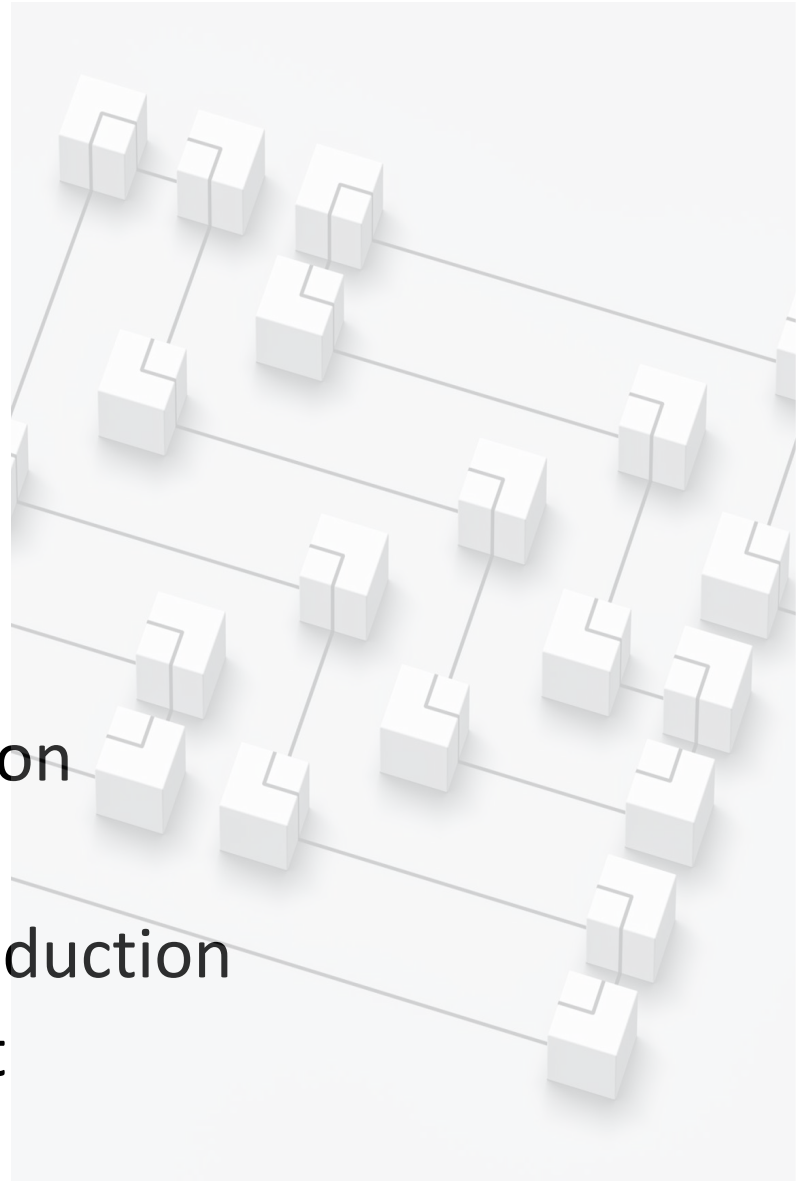
Narrative students' growth stories

Conversation analysis – recorded video data

Two narratives and performance

- Natsu and Tomomi

Natsu and Tomomi



- **English as a lingua franca**

English as a tool to present the product.

Meaning making – co-constructed

- socially constructed

- **Communities of practice** Knowledge generation

Produce the projection mapping application

Expertise and ideas met and completed the production

In this data, English presentation about product

Natsu’s narrative

- Natsu has worked hard to become an English teacher with a teaching aspiration; In 2019, she took part in the Ito fieldwork. The fieldwork consisted of developing an application software to promote Ito (sightseeing place) at the request of the Ito International Association. In order to deal with Information technology, the international studies department students needed to work with the Faculty of Informatics. In this project Natsu was in the projection mapping group. They collected information on sightseeing resources in Ito, including a “tarai(barrel boat)-riding" race held in Matsukawa, Ito, at the site.
- The Informatics students and the International Studies Department students discussed and decided on the selection of materials for the application. The technology they applied was the projection mapping which project the images on the screen, actually every objects can be used as a screen.
- From field work experience, Natsu reached understanding how to work with different major students. She thought it was interesting to feel the difference between themselves, International Studies Department students were constantly expressing their opinions, and the Informatics students, who explained mainly about technology.

- One day there was a chance to present the final software product to the audience which included international participants in the university. It was difficult to present in English and in a way that was easy for everyone to understand the product. The software product technology, function and ideas which was expected to make users happy. Even after practicing, Natsu got stuck, and her presentation partner, Tomomi got lost. However, by following up and seeking others to help, Natsu and Tomomi were able to learn how to give a presentation of the product.
- Natsu was also enrolled in summer school that year. Natsu was in charge of accommodations, staying with short-term international students. At the selection meeting for accommodation representaives, participants were assigned to discuss international issues and other topics, which they discussed with a large number of people, and the topics were difficult for Natsu. In the difficult situation, Natsu did not give up and managed to speak up somehow, so she did her best.

Natsu being helped

Natsu: What to, if your, if you want to , if you want to be. If you want to be pink.

Floor: If you wat to wear pink kimono.

Natsu: Yes. (looked audience, clapped her hands) If you want to wear pink your kimono.

English as a lingua franca
English as a tool to present the product.
Meaning making – co-constructed
- socially constructed

Natsu helping her colleague

Tomomi: … choose a back color, and we can choose a stamp, on the Yukata (kimono). Ah, …(8 seconds and eye contacted Natsu, wabbling her palms)

Natsu: (covering Tomomi's part) We took the photo, this ice cream, you can put a stamp on your Yukata.

English as a lingua franca

English as a tool to present the product.

Meaning making – co-constructed

- socially constructed

Product development process

Communities of practice Knowledge generation

Produce the projection mapping application

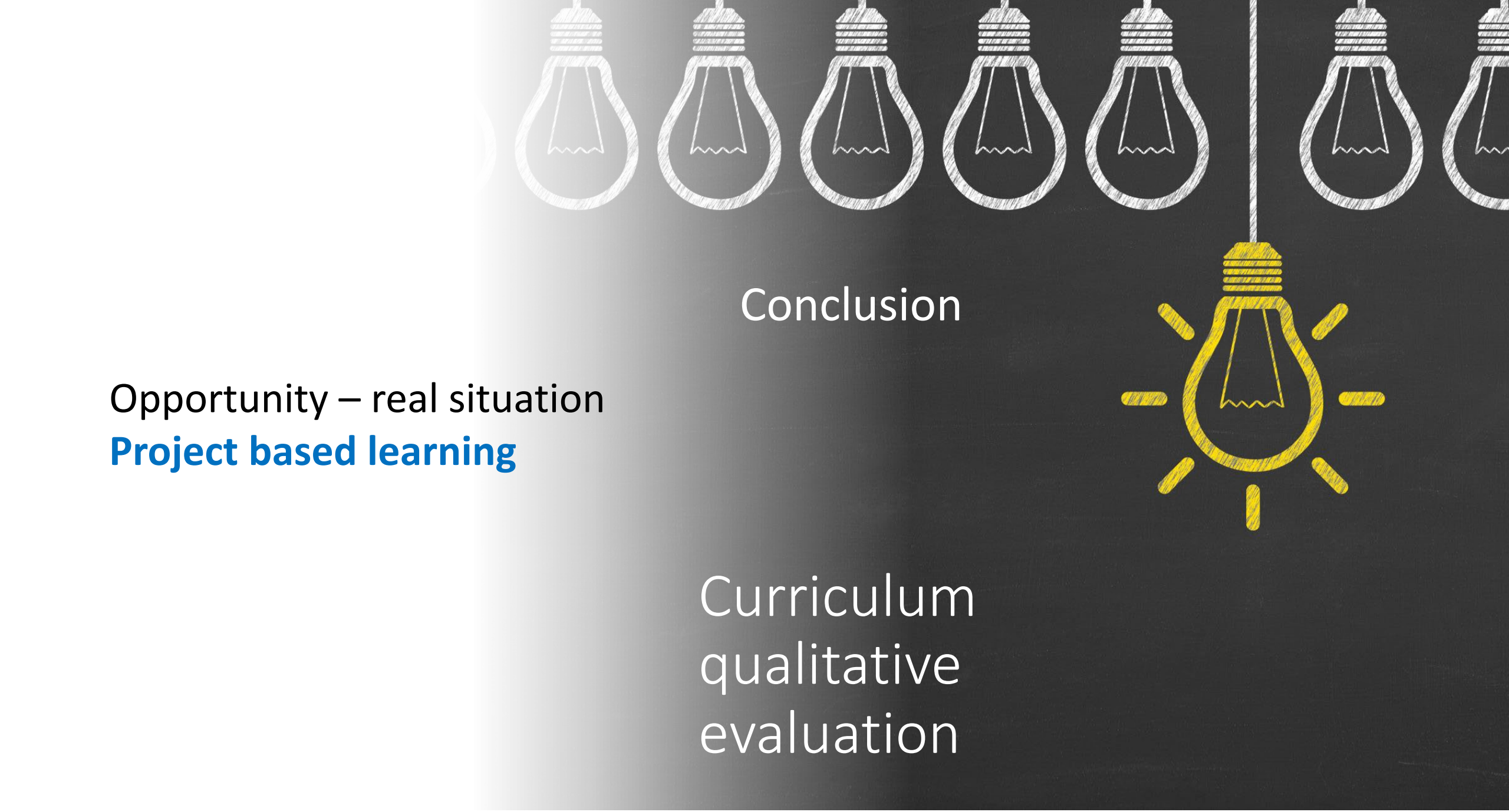
Expertise and ideas met and completed the production

In this data, English presentation about product

Language – a tool to explanation of the idea for international audience

- Experience – expectation for future increased optimistic view

because of self efficacy for the particular things (SCCT)



Conclusion

Opportunity – real situation

Project based learning

Curriculum
qualitative
evaluation

Thank you for your time and attention